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## Socialization opportunities of children's subculture

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### Abstract

The paper discusses socializing functions of children's subculture, aims and contents of major stages in the technology of preschool children social development. It focuses on the characteristics of forms of preschool children involvement into children's subculture which implement this technology and provide successful integration of a child into a peer group. Key findings of the technology implementation related to positive dynamics in children's social development, autonomy need gratification and participation in social changes.

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### 1. Introduction

At the present stage of its development our society is undergoing some economic, social, psychological and other changes, with each of them creating particular difficulties in the process of social introduction of children into the society in which they are supposed to live and develop as personalities and subjects of social activity [1].

Recent research shows the appearance of negative tendencies in the child's social sphere. Modern children are characterized as being passive, lack in the ability and willingness to occupy themselves. They are unable to build a relationship with one another, they have difficulty getting involved in common activity, they are reluctant to submit to outer regulations, and their hyper egocentricity causes particular difficulty in following common rules.

The problem of socialization is highly relevant at every stage of education [2]. However, the solution of the socialization problem at preschool age is more complicated due to the following factors:

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First, despite the fact that the social and cultural situation around a child requires a search of new methods and means of work that meet children's present social needs, the methods and means of preschool children's social development used by adults remain largely unchanged;

Second, practicing educators quite often lack the sufficient competence level needed to reveal a child's individual potential and to provide pedagogical support to children with difficulty in socialization.

Thus, the emerging negative tendencies in children's social sphere development make it necessary to design pedagogical tools that take into account the peculiarities of children's social situation development and their living environment and help create conditions for harmonizing children's relationship with microcommunity and their social adaptation to society's changing needs.

To develop such tools we referred to the phenomenon of children's subculture which we consider as a universal mechanism of a child's socialization [3], [4]. In our opinion, the socializing functions of children's subculture are as follows:

- Harmonizing the processes of socialization and individualization;
- Developing a value attitude to the world.

Let us explain the subject matter of the first function. On the one hand, in the process of involvement into children's subculture they directly create conditions ensuring social experience accumulation for children's interaction with adults and peers, development of cooperative work with other people, i.e. the process of social adaptation is in action. Meeting the child's needs for recognition, achievement of a social status that is different from a child's formal family status, children's subculture makes an impact on developing such socially significant qualities as social security, an active role, independence and the leadership role.

On the other hand, studying the world of peers and adults gives children an opportunity to realize one's peculiar features, preferences and interests, thus providing a process of individualization.

Consequently, the involvement of a child into children's subculture creates beneficial opportunities for ensuring successful socialization and harmonization of its main processes.

The second function is based on broad educative opportunities of children's subculture in the development of a child's axiological sphere. Collecting things, presenting one's family lifestyle, exhibitions of family interests – all these things give an opportunity to become familiarized with the inner world of other people, to analyze and compare one's values with other people's, to develop one's own system of values. Children's subculture can play a special role in developing the axiological sphere of a child with difficulty in socialization as it gives an opportunity to make choices, non-violent involvement into the world of human values on the principle of polyvariety. A theoretical understanding of the phenomenon of children's subculture led to the discussion of practical aspects of implementing its socialization opportunities.

## 1. Method

The main aim of preschool children's involvement into children's subculture is to expand and enrich their experience of constructive interaction with other people at an interpersonal level and create social relations on the basis of one's own unique personal potential.

The technology of preschool children's social development in the process of involvement into children's subculture includes 4 stages.

*The first stage is to prepare educators for accepting peculiar features of children's subculture.* The objective of the stage is to contribute to the development of educators' dialogical relations with the world of children on the basis of learning, understanding and accepting peculiar features of children's subculture.

The work on the implementation of the first stage contents is performed through organizing and holding pedagogical and reflexive workshops.

The primary objectives of pedagogical and reflexive workshops are as follows:

- To assist teachers in understanding and accepting peculiar features of children's subculture;
- Professional development and training.

Pedagogical workshops develop teachers' professional competences in the use of socialization opportunities of children's subculture. Reflexive workshops help solve the problem of teachers' perceptive and reflexive abilities development. This problem is not incidental. Taking into consideration the fact that children's subculture can meet children's primary social and psychological needs, the teacher should know the degree of a particular child's involvement in children's subculture, the level of activity and communication methods that are typical for traditional children's society.

The contents of the workshops include exercises for teachers' emotional relaxation; development of positive self-acceptance; exercises and practical tasks aimed to develop a humanistic attitude to communication with children; to reframing one's understanding about a preschool child; to search for the best possible means of information transfer; to train skills of children's world understanding, motives of their actions and behavior.

*The second stage is a child's acquisition of children's subculture.*

The second stage objectives are as follows:

1. To contribute to a child's self-actualization in a children's group and revelation of one's own inner world to peers;
2. To develop children's leadership role in communication with peers.

To support the objectives various forms of preschool children's involvement in children's subculture were used with regard for their age peculiarities: exhibitions, presentations, events and game projects [3].

*Presentation* is an active form of work that gives an opportunity to express a group's common interests in various kinds of children's activities.

The following types of presentations can be classified:

- Group/class presentations (i.e. a subject-developing environment in general or its particular playing areas),
- Exhibition materials that give information about group/class life (it can be information about its traditions, children's leisure activities, holidays and festivals and their interests),
- Group/class achievements presentations showing children's results in a particular activity.

The socialization objectives are to create conditions for accumulating a child's primary communication experience, cooperating in mixed-age communication, assisting in self-realization as a children's group member and acquisition of various social roles.

*Exhibition* is a collection of objects arranged for observation and also a place where they are collected. Exhibitions can be thematic (collections, artworks); reveling or demonstrating objects unified by common subject matter, and (family, personal) authorship which can be created by the whole family or by a particular child or an adult.

The socialization objectives are to create conditions for a child's transfer of his inner world to other people, social role acquisition and a child's realization of his own personality importance.

*Game projects* are a group form of children's activity organization characterized by sequential practical interaction between teachers and children in order to achieve the goal of a game.

The socialization objectives are to enrich a child's social experience, to assist in the realization of norms and rules of behavior and acquisition of various social roles, to develop cooperative skills, to defend one's ideas and compare oneself with others.

*Events.* In pedagogy the event approach assumes the existence of bright, emotionally rich activities in children's life that are important and attractive to both a group and an individual.

The socialization objectives are to create conditions for a child's self-actualization in a peer group and to develop adequate self-appraisal of one's abilities.

*The third stage is to develop children's social qualities of responsibility and autonomy.*

The third stage objectives are as follows:

1. To develop the feeling of responsibility for the common goal.
2. To get a child involved in cooperative values.
3. To develop independence, self-respect and respect for other people.

The contents of the third stage are implemented through forms of activities for mixed-aged communication: puppet shows, drama sketches, concerts; playing with amusement toys, handmade toys presentations, games (active, educational, in circle), creative tasks with art materials, duties, etc.

*The fourth stage is to develop a child's social individuality.*

The fourth stage objectives are as follows:

1. To contribute to children's social models of behavior and social roles acquisition.
2. To create conditions for developing such personal qualities as a leadership role and creativity.
3. To create conditions for adequate ways of displaying behavior regulation in children's society.

The process of the fourth stage contents implementation uses such components of children's subculture as the children's laughing world, children's fashion, collecting, the children's world image, a children's law code. The implementation of these components is carried out through forms used at the second stage.

### 3. Results and discussion

#### 3.1. Characteristics of the participants

The research was carried out in 2000-2012. The participants were teaching staff members and children from a preschool education institution – over 480 children, aged 3-7.

#### 3.2. Presentation of results

The key findings of project implementation are related with positive dynamics in children's social development. A comparative analysis of diagnostics results of children's social development level in experimental and control groups at the summative and control stages of the study showed that the most significant changes occurred within the following parameters:

- A child's interaction with adults (good at contacting with adults, eager to interact with an adult jointly, acting successfully under his guidance and accepting his help easily);
- A child's social position towards his/her peer (successfully interacts with peers and participates in a group game, easily makes friends with peers, demonstrates leadership skills, feels comfortable in a big group of children, is able to keep other children busy, successfully participates in activities and games proposed by other children, successfully resolves conflicts with peers),
- Behavior in independent activities (acts well independently, is able to keep oneself busy, is able to control one's behavior),
- A positive attitude to oneself and other people [3].

### 4. Conclusion

To sum it up, the study proved that the involvement of preschool children into children's subculture is an effective mechanism of social development through which a child successfully integrates into a peer group, acquires integral life experience, satisfies his needs for autonomy and participation in social changes.

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